



THE EFFECT OF PERSONAL HYGIENE EDUCATION ON OVERCOMING PHYSICAL STRESS AMONG ADOLESCENCE STUDENTS

Vijayalakshmi. S

Ph.D (F.T) Research Scholar, Dept. of Educational Technology, Bharathidasan University, Thiruchirapalli, Tamilnadu.

ABSTRACT

In modern world development is visible in all fields, Information and Technology is most developed field in society. Indian culture of 'Matha, Pitha, Guru and Deviam also changed to Matha, Pitha, Google Deviam. Adolescence is a transaction period where many face stresses psychologically and emotionally which may lead to them to get at risk of negative behavior modification like exploration, sexual experimentation and etc. Adolescent are more curious about sex.

Objectives of this study are: to find the level of Physical stress among adolescence students, to find the significant difference between control and experimental group in Physical stress of adolescence students in pre-test and post-test To find the effect of personal hygiene education module. Hypotheses were formulated on the basis of objectives and statistically analyzed the data which is collected from sample of 98 students in west Godavari district of Andhrapradesh. Experimental method of study was adopted with self-constructed tool and module was used for this study. Result of the study detailed the about the significance difference in physical stress of adolescence students and also the pre and post- tests scores of control and experimental group.

KEY WORDS: Personal Hygiene, Adolescence, sex education, and reduction analysis.

Introduction

In the modern world rapid development is visible in all the fields. Information and Technology is the most developed field in the society. Indian culture of 'Matha, Pitha, Guru and Deviam also changed to Matha, Pitha, Google Deviam. Easy access to information has become more common and easily available to most of the individual. The information on sex is also available and can be accessed easily. Adolescence is a crucial period in every individual's life. It is a period of transaction from childhood to adulthood. Many people manage this transformation successfully while others face stresses physically, psychologically and emotionally which may lead to them to get at risk of negative behavior modification like exploration, sexual experimentation and etc. Adolescent are more curious about sex. The wrong concept on sex may lead the adolescent in at-risk behaviours. Hence, it is a role of every teacher, psychologist and parents to inculcate the correct concepts of sex.

Need and Significance of the Study

Society is diversity in nature, hence education and students' needs also diversified. Respond to the diversified nature student's should educate in all essentials like gender, culture, personal hygiene, sexual orientation and etc.

When children grow up, they need to learn and adept to physiological, psychological and emotional changes. The proper establishment of concepts of sex education helps the students to handle the situation.

Proper knowledge on personal hygiene helps the students for holistic development and healthy life.

Research finding by Marta, R. *et al.* (2011) stated that students who had sex education in schools mentioned fewer sexual risk behaviours. Humans are curious animals and young people are exploratory as an expression of their intrinsic curiosity. Peer pressure and the media have enormous influence in the lives of the present generation. If we teach them about sex, personal hygiene somehow they would learn. Some elements of the mass media - television, radio, magazines - are biased, ill-informed and may not portray accurate reflection of reality hence; it is felt need of personal hygiene program for adolescents in organized and established manner.

Operational Definition of the terms

Personal Hygiene Education: inculcating the knowledge in the aspects of Physiological changes (Secondary sexual characteristics, puberty and physical hygiene) which occur during the adolescence period.

Physical Stress: Stress or tension about the physiological changes that occurs during the period of adolescence.

Adolescent Students: the students those who are studying in class VIII in West Godavari district of Andhra Pradesh.

Objectives of the Study

- To find out the level of Physical stress among adolescence students
- To find the significant difference between control and experimental group in

Physical stress of adolescence students in pre-test and post-test.

- To find out the effect of Personal Hygiene Education on Overcoming Physical stress among adolescence students.

Hypotheses of the Study

- There is a significant difference in Physical stress of adolescence students.
- There is no significant difference between control and experimental group in Physical stress of adolescence students in pre-test.
- There is no significant difference between control and experimental group in Physical stress of adolescence students in post-test.
- The personal Hygiene Education is effective in overcoming physical stress among adolescent students.

Sample for the Study

The sample of the present study consisted of 98 students in two sessions. The sample was divided to form parallel groups as control group and experimental group based on their level on physical stress. 60 students those who are studying in class VIII in West Godavari district of Andhra Pradesh. The control group consisted of 30 girl students and the experimental group consisted of 30 girl students, those who are assessed as at high level of physical stress.

Tools used for the Study

In the present study, the following tools were used.

- Scale of Physical stress of adolescents - constructed and validated by the researcher.
- Physical hygiene education module – developed and validated by the investigator

Scale of Physical stress of adolescents consists of 45 questions related to various dimensions of physical stress like secondary sexual characteristics, puberty and personal hygiene. The tool was validated by adopting content and constructs validity methods. Reliability was established by test, re-test method. Test scores range from 45-135 and the sample those who scored 45-90 is assessed as low level of physical stress. The sample those who scored above 90 to 135 is assessed as high level of physical stress.

Method of Research

Experimental method was followed in this study. The pre-test – post- test equivalent group design was followed.

The design is explained as follows:

G1 = group 1 (experimental)	G2= group 2 (control)
T1= pre-test scores	T1= pre-test scores
T2= post-test scores	T2= post-test scores
X= Treatment (Personal hygiene Education)	No Treatment

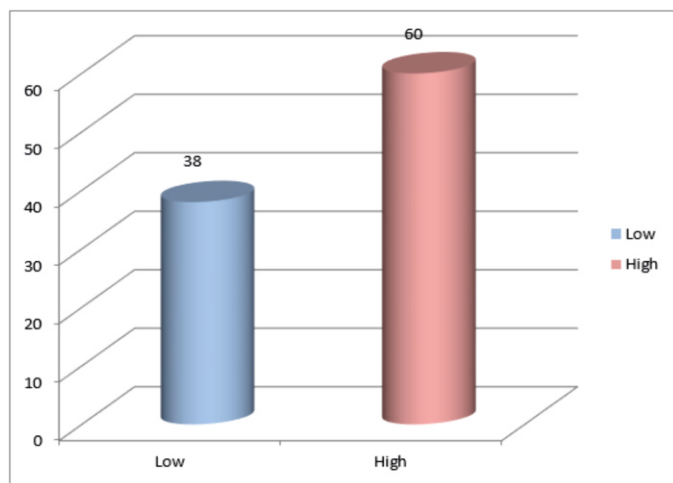
Analysis of the Hypotheses

1. There is a significant difference in Physical stress of adolescence students.

Table 1. Level of Physical stress among adolescent students

Range	N	Frequency	Percentage
Low	98	38	38.77
High		60	61.22

From the table 1, it is observed that 38.77% of the adolescent students are low in Physical stress, 61.22% of the adolescent students are high in Physical stress Figure 1 explains the level of physical stress among adolescent students.

**Figure 1. Level of Physical stress among Adolescent students**

2. There is no significant difference between control and experimental group in Physical stress of adolescence students in pre-test.

Table 2. Difference between control and experimental group in Physical stress of adolescent students in pre-test

Pre-test	N	Mean	Std. Dev.	t value	p value	Significance at 0.01 level
Control group	30	121.62	11.56	0.71	0.94	NS
Experimental group	30	121.83	11.54			

NS- Not significant

From the table 2, it is inferred that no significant difference between control and experimental group in physical stress of adolescents students in pre-test scores. Both the control and experimental group are at the same level in their physical stress in the pre-test and they are at the higher level of physical stress.

3. There is no significant difference between control and experimental group in Physical stress of adolescence students in post-test.

Table 3. Difference between control and experimental group in Physical stress of adolescent students in post-test

Post-test	N	Mean	Std. Dev.	t value	p value	Significance at 0.01 level
Control group	30	120.59	9.980	7.50**	0.000	S
Experimental group	30	85	24.00			

**Significant at 0.01 level, S- Significant

From the table 3, it is inferred that there is significant difference between control and experimental group in physical stress of adolescents students the post-test. The Experimental group Students are at the lower level of physical stress.

4. The personal Hygiene Education is effective in overcoming physical stress among adolescent students.

Reduction score analysis

The stress reduction percentage analysis is shown in table 4.

Table 4. The stress reduction percentage analysis

Groups	N	Pre-test mean	Post-test mean	Mean reduction	Reduction Percentage
Control	30	121.62	120.59	1.03	1.14
Experimental	30	121.83	85	36.83	40.92

From the table 4, it is inferred that the stress reduction percentage for experimental group is 40.92% and it is appreciable when compared with the control group stress reduction percentage. So it is concluded that the personal hygiene education is effective in overcoming physical stress among adolescent students.

Major Findings

- There is a significant difference in Physical stress of adolescence students.
- No significant difference was found between control and experimental group in physical stress of adolescents students in pre-test scores.
- There is significant difference between control and experimental group in physical stress of adolescent students in post-test scores. The experimental group students are the lower level of physical stress.
- The personal hygiene education is effective in overcoming physical stress among adolescent students.

Implications

Sex is a part of personality and sex education can help to develop a complete personality. That is why sex education should be an important part of education and also family education.

Personal hygiene education should start from family and should be given at home since childhood. Parents can communicate well with their children to discuss sex behaviour with their children. This also helps to build a good parent-child relationship and establish a foundation for future interaction.

Personal hygiene education in schools helps the students those who are at-risk of (gender misunderstanding) sexual behaviors.

Properly taught personal hygiene education helps the students to maintain personally hygiene and remain healthy physically, psychologically, emotionally and socially.

Since the adolescent school students have different level of physical stress, the personal hygiene education provided to them helps to develop healthy understanding about adolescent behaviour and the physical changes and growth. They were guided to maintain their personal hygiene. It will reduce their physical stress.

Conclusion

The personal hygiene education is effective in overcoming Physical stress among adolescent students. Personal hygiene education provides adolescence with the information they need to understand their bodies and gender roles in positive ways. It is about better understanding of humanity, developmental changes such as secondary sexual characteristics, puberty, aging, that could be experienced in the course of one's reproductive life.

REFERENCES

- Best, J.W. (1977). Research in Education. New Delhi: Prentice Hall of India
- Best, J.W., & Khan, J.V. (1999). Research in Education. New Delhi: Prentice Hall of India.
- Deborah, A. (1986). The effects of Sex Education on Adolescents Behavior. Family Planning Perspectives. 18(4). 162-170. Retrieved on 14.02.15 from https://www.jstor.org/stable/2135325?seq=1#page_scan_tab_contents
- Lokeswari, M. (2017). Menstrual Hygiene: A Study to assess the knowledge and practice regarding menstrual hygiene among adolescent girls, in Zillaparishad Girls high school, Aragonda. Indian Journal of Applied Research, 7(4). Retrieved April 11, 2017, from [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/file.php?val=April_2017_1491812532_84.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/file.php?val=April_2017_1491812532_84.pdf)
- Mangal, S. K. (2005). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Marta, R. et al. (2011). The effects of sex education in promoting sexual and reproductive health in Portuguese University students. Procedia Social and Behavioral Science 29, 477-485. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042811027273>
- Mary, O. (2008). Effect Sex education programme on at-risk sexual behaviour of school-going adolescents in Ilorin, Nigeria. African Health Journal. 8(2) 120-125. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2584331/>
- Pedus. (2008). Breaking the Barrier: The importance of Sex education for Adolescents. Panorama.. Retrieved from <http://www.tigweb.org/youthmedia/panorama/article.html?start=5828&ContentID=21199>
- Student Health Service. Department of Health. (2010). www.studenthealth.gov.hk
- Vijayalakshmi, S. (2017). School Guidance in the Technological Era – A vision for Future Guidance. International Journal of Multidisciplinary Educational Research. Volume 6 (3).
- Vijayalakshmi, S., Mohanasundaram, K., & Ramganes, E. (2016). Effect of Technology usage on Academic Achievement of B.Ed. Student-teachers. International Journal of Multidisciplinary Educational Research, 5, 4(6), 41-48. ISSN: 2277-7881. IF: 3.318. IC value: 5.16. ISI Value: 2.286. Retrieved May 17, 2016, from <http://s3-ap-southeast-1.amazonaws.com/ijmer/pdf/volume5/volume5-issue4%286%29-2016.pdf> Higher Education".

12. Vijayalakshmi. S., (2017). "National Conference on Psychological Skill Development among Students. Rgansied by VIT, Chennai and Indian School Psychological Association. On 26th and 27th of May 2017.